

SADLIER

New York Progress English Language Arts

Correlated to the

Expeditionary Learning ELA Curriculum Plan & Map

NYS Common Core ELA Curriculum • September 2014

Grade 6

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Topic: Sustaining the Oceans



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Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 1 Reading Literature: Key Ideas and Details
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 1 Reading Literature: Key Ideas and Details
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Unit 1 Reading Literature: Key Ideas and Details
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1 Reading Literature: Key Ideas and Details
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Connect Across Texts: Compare and Contrast Texts—p. 42
Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

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Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Module 1: Reading Closely and Writing to Learn

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 3 Reading Informational Text: Key Ideas and Details

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Unit 3 Common Core Review— pp. 96–98

Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker”

(Biography/Historical Nonfiction)—pp. 88–93

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
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Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

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Connect Across Texts: Compare and Contrast—p. 94
Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198
Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271
Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279
Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294
Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271
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Module 1: Reading Closely and Writing to Learn

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Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Comparing and Contrasting Presentation of Events:

“Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay:

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report:

Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Giving Reader’s an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts and Details—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Developing the Topic with Facts and Details—pp. 155–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Connecting Ideas with Transitions—pp. 156–157

Module 1: Reading Closely and Writing to Learn

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Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—pp. 250, 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

E. Establish and maintain a formal style.

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157

F. Provide a concluding statement or section that follows from the information or explanation presented.

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Information in the Conclusion—pp. 252, 254

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
-
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
-
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
-
- E. Provide a conclusion that follows from the narrated experiences or events.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS , GRADE 6

- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60
- SEE ALSO
 Introducing Unit 2/Home Connect/Essential Question—pp. 47–49
-
- Performance Task 1**
Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317
-
- Performance Task 2**
Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327
-
- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Topic and the Narrator/Engaging the Reader’s Attention/Using an Organization in Which the Sequence of Events Unfolds Naturally—pp. 50–51, 53
-
- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Using Pacing and Description to Develop Events—pp. 50–53
-
- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Using Transition Words and Phrases to Signal Shifts in Time and Place—pp. 51, 53
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- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53
-
- Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Read a Student Model/Write a Nonfictional Narrative: Providing a Conclusion that Follows What Came Before—pp. 52–53

Module 1: Reading Closely and Writing to Learn

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Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209
Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Draft a Nonfictional Narrative—p. 53
Unit 2 Common Core Review: Write the final draft—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Draft an Informative/Explanatory Essay—p. 105
Unit 4 Common Core Review: Write the final draft—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Draft an Evidence-Based Essay—p. 157
Unit 6 Common Core Review: Write the final draft—p. 164

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

W.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Writing Handbook

Step 1: Planning (using a computer)—pp. 300–302

Step 2: Drafting (using a computer)—p. 303

Step 3: Revising (using a computer)—pp. 304–305

Step 4: Editing (using a computer)—p. 306–308

Step 5: Producing, Publishing, and Presenting (using a computer)—pp. 309–310

See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect—pp. 9–10

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 44–46

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect—pp. 113–114

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Connect Across Texts Compare and Contrast Texts—p. 146
Unit 5 Common Core Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect—pp. 217–218
Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227
Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Connect Across Texts: Compare and Contrast Texts—p. 242
Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314
Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324
Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Connect Across Texts: Compare and Contrast—p. 94
Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271
Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279
Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294
Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1
Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2
Part 3: Research Simulation—pp. 321, 328–330

Connect Across Texts (complete the chart/write a brief essay):
 Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
 Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative:
 Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay:

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece:

Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report:

Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

W.6.11 Create and present a text or art work in response to a literary work.

C. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Performance Task 1
Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 311–314
Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2
Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 321–324
Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 321, 325–327

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., *myself, ourselves*).

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Language: Case of Pronouns—pp. 54–56
 SEE ALSO
 Introducing Unit 2/Home Connect—pp. 47–48
 Unit 2 Common Core Review— pp. 59–60
 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Language: Intensive Pronouns—p. 58
 SEE ALSO
 Introducing Unit 2/Home Connect—pp. 47–48
 Unit 2 Common Core Review— pp. 59–60
 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6	SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS , GRADE 6
<p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Pronoun Number and Person—pp. 158–159</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Common Core Review— pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Vague Pronouns—pp. 160–161</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Common Core Review— pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit 8 Common Core Review— pp. 215–216 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>B. Spell correctly.</p>	<p>Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Restrictive and Nonrestrictive Elements—pp. 255–256</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p> <p>Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Spelling—p. 257</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit 10 Common Core Review— pp. 259–260 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Varying Sentence Patterns—p. 210</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit 8 Common Core Review— pp. 215–216 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306</p>

Module 1: Reading Closely and Writing to Learn

Topic	Myths: Not Just Long Ago
Central Texts*	RI— <i>The Lightning Thief</i> , Rick Riordan
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

B. Maintain consistency in style and tone.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces
Language: Consistency in Style and Tone—p. 211

SEE ALSO
Introducing Unit 8/Home Connect—pp. 203–204
Unit 8 Common Core Review— pp. 215–216
Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62
Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123
Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Write Evidence-Based Essays: Using Domain-Specific Words to Explain the Topic)— p. 155

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Relationships (using word relationships to learn new words)—p. 243

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Write Research Reports: Using Domain-Specific Language— pp. 251, 254

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Greek and Latin Affixes—p. 295

Writing Handbook
Step 3 Revising: Revising Checklist: Word Choice—p. 304

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 1 Reading Literature: Key Ideas and Details
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 1 Reading Literature: Key Ideas and Details
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Unit 5 Reading Literature: Craft and Structure
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

SEE ALSO
Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Unit 9 Common Core Review— pp. 244–246
Performance Task—Online

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235
Connect Across Texts: Compare and Contrast Texts—p. 294

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Unit 9 Common Core Review—pp. 244–246
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Connect Across Texts: Compare and Contrast Texts—p. 42
Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Connect Across Texts: Compare and Contrast Texts—p. 146
Unit 5 Common Core Review: “The Duel of Paris and Menelaus” / “The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227
Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Connect Across Texts: Compare and Contrast Texts—p. 242
Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 3 Reading Informational Text: Key Ideas and Details
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Unit 3 Common Core Review— pp. 96–98

Performance Task—Online

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 3 Reading Informational Text: Key Ideas and Details
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Unit 3 Common Core Review— pp. 96–98

Performance Task—Online

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Unit 7 Reading Informational Text: Craft and Structure
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Unit 7 Common Core Review— pp. 200–202

Performance Task—Online

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Connect Across Texts: Compare and Contrast—p. 94

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

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Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Comparing and Contrasting Presentation of Events:

“Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), and organize the reasons and evidence logically.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from the argument presented.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Stating the Claim/Organizing Relevant Information—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Maintaining a Formal Tone throughout the Piece—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Summarizes Reasons and Evidence—pp. 208–209

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

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SEE ALSO
Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:
Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO
Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO
Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:
Creating an Organizational Structure/Giving Reader’s an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

- A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

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- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts and Details—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Developing the Topic with Facts and Details—pp. 155–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254

- C. Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Connecting Ideas with Transitions—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—pp. 250, 254

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

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E. Establish and maintain a formal style.

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254

F. Provide a concluding statement or section that follows from the information or explanation presented.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Information in the Conclusion—pp. 252, 254

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 53

Unit 2 Common Core Review: Write the final draft—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Draft an Informative/Explanatory Essay—p. 105

Unit 4 Common Core Review: **Write the final draft**—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Draft an Evidence-Based Essay—p. 157

Unit 8 Common Core Review: **Write the final draft**—p. 164

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

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Writing Handbook

Step 1: Planning (using a computer)—pp. 300–302

Step 2: Drafting (using a computer)—p. 303

Step 3: Revising (using a computer)—pp. 304–305

Step 4: Editing (using a computer)—p. 306–308

Step 5: Producing, Publishing, and Presenting (using a computer)—pp. 309–310

See also **Home Connect**: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect—pp. 9–10

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: “Jabberwocky” by Lewis Carroll

(Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 44–46

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect—pp. 113–114

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: “The Duel of Paris and Menelaus” / “The Meeting of Hector and Andromache”—pp. 148–150

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect—pp. 217–218

Integration of Knowledge and Ideas: Comprehension

Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RI.6.3, W.6.2)

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Connect Across Texts (complete the chart/write a brief essay):
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Speaking and Listening Standards

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Connect Across Texts (be prepared to discuss ideas with class):
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?:* Come to the discussion prepared?), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: **Listening Tips—p. 310**

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Speaking and Listening: Discuss the Essential Question—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips/Listening Tips—p. 310

Speaking and Listening: Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258

Connect Across Texts: Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310

See also Home Connect: Ways to Help Your Child (discussions with family members/asking questions)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?:* Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

- E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.*

*This is a standard specific to New York State.

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

- B. Use intensive pronouns (e.g., *myself, ourselves*).

- C. Recognize and correct inappropriate shifts in pronoun number and person.

- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Case of Pronouns—pp. 54–56

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Common Core Review— pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Intensive Pronouns—p. 58

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Common Core Review— pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Pronoun Number and Person—pp. 158–159

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Common Core Review— pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Vague Pronouns—pp. 160–161

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Common Core Review— pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, " Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: "My Rule to Live By" (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Variations of English—pp. 106–107

Language: Conventions of English—pp. 108–109

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Common Core Review— pp. 111–112

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304

- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

- B. Spell correctly.

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— pp. 259–260

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.

Unit 5 Reading Literature: Craft and Structure

Language: Figures of Speech/Connotations (similes, metaphors, personification)—p. 147

SEE ALSO

Introducing Unit 5/Home Connect—pp. 113–114

Unit 5 Common Core Review— pp. 148–150

- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Relationships—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218

Unit 9 Common Core Review— pp. 244–245

Module 2A: Working with Evidence

Topic	Rules to Live By
Central Texts	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI— Stanford University Commencement Address, “ Steve Jobs
Writing Tasks	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure **Language:** Figures of Speech/Connotations—p. 147

SEE ALSO
Introducing Unit 5/Home Connect—pp. 113–114
Unit 5 Common Core Review— pp. 148–150

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 1 Reading Literature: Key Ideas and Details **Language:** Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62
Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123
Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Write Evidence-Based Essays: Using Domain-Specific Words to Explain the Topic)— p. 155

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Relationships (using word relationships to learn new words)—p. 243

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Write Research Reports: Using Domain-Specific Language— pp. 251, 254

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Greek and Latin Affixes—p. 295

Writing Handbook
Step 3 Revising: Revising Checklist: Word Choice—p. 304

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Unit 5 Reading Literature: Craft and Structure
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

A. Explain how an author’s geographic location or culture affects his or her perspective.*

*This is a standard specific to New York State.

Unit 5 Reading Literature: Craft and Structure
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1 Reading Literature: Key Ideas and Details
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Connect Across Texts: Compare and Contrast Texts—p. 42
Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

Unit 5 Reading Literature: Craft and Structure
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

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Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

- Self-select text based on personal preferences
- Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Reading Standards for Informational Text

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Unit 3 Reading Informational Text: Key Ideas and Details

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Unit 3 Common Core Review— pp. 96–98

Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Unit 7 Common Core Review— pp. 200–202

Performance Task—Online

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 7 Reading Informational Text: Craft and Structure
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

SEE ALSO
Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Unit 7 Common Core Review— pp. 200–202
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Unit 11 Common Core Review— pp. 296–298
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Connect Across Texts: Compare and Contrast—p. 94
Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

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Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Writing Standards

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

- A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Giving Reader’s an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts and Details—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Developing the Topic with Facts and Details—pp. 155–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254

- C. Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Connecting Ideas with Transitions—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—pp. 250, 254

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- E. Establish and maintain a formal style.

- F. Provide a concluding statement or section that follows from the information or explanation presented.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Information in the Conclusion—pp. 252, 254

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.*
- *This is a standard specific to New York State.

- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209
Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Draft a Nonfictional Narrative—p. 53
Unit 2 Common Core Review: Write the final draft—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Draft an Informative/Explanatory Essay—p. 105
Unit 4 Common Core Review: Write the final draft—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Draft an Evidence-Based Essay—p. 157
Unit 6 Common Core Review: Write the final draft—p. 164

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Writing Handbook

Step 1: Planning (using a computer)—pp. 300–302

Step 2: Drafting (using a computer)—p. 303

Step 3: Revising (using a computer)—pp. 304–305

Step 4: Editing (using a computer)—p. 306–308

Step 5: Producing, Publishing, and Presenting (using a computer)—pp. 309–310

See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect—pp. 9–10

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 1 Common Core Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 44–46

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect—pp. 113–114

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect—pp. 217–218

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
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Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)—pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Connect Across Texts (complete the chart/write a brief essay):
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research

Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- W.6.11** Create and present a text or art work in response to a literary work.
- Develop a perspective or theme supported by relevant details.
 - Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and Listening Standards

- SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS , GRADE 6

Performance Task 2

- Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324
Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

- Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Performance Task 1

- Part 1: Literary Analysis** (read the selection then write a literary analysis essay in response to the prompt)—pp. 311–314
Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2

- Part 1: Literary Analysis** (read the selection then write a literary analysis essay in response to the prompt)—pp. 321–324
Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 321, 325–327

Connect Across Texts (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58, 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Language Standards

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

B. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning, reader/listener interest, and style.

B. Maintain consistency in style and tone.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— pp. 259–260

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Varying Sentence Patterns—p. 210

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Consistency in Style and Tone—p. 211

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

Module 3A: Understanding Perspectives

Topic	The Land of the Golden Mountain
Central Texts	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke
Writing Tasks	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS , GRADE 6

Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 43

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62
Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123
Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Write Evidence-Based Essays: Using Domain-Specific Words to Explain the Topic)— p. 155

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Relationships (using word relationships to learn new words)—p. 243

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Write Research Reports: Using Domain-Specific Language— pp. 251, 254

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Greek and Latin Affixes—p. 295

Writing Handbook
Step 3 Revising: Revising Checklist: Word Choice—p. 304

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41

Unit 1 Common Core Review— pp. 44–46

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27

Describing Plot: "The Man Who Loved to Laugh" (Drama)—pp. 28–35

Close Reading: "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 1 Common Core Review: "The Cruel Crane Outwitted"/"The Talkative Tortoise"—pp. 39–40

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Word Choice: "My Trip to China" (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: "Simorgh: A Retelling of an Ancient Persian Fairy Tale" (Adventure)— pp. 132–139

Close Reading: "The Horse of Wood," Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: "The Duel of Paris and Menelaus"/"The Meeting of Hector and Andromache"—pp. 148–150

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Close Reading: "The Bathysphere" (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Reading Standards for Informational Text

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293

Unit 11 Common Core Review— pp. 296–298

Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing and Contrasting Presentation of Events:

"Abraham Lincoln: Wartime President" (Biography)— pp. 280–287

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293

Unit 11 Common Core Review— pp. 296–298

Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: "Blood Types" by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: "Prosthetic Devices and the Paralympics" (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: "Through a Microscope" (Technical Text/Procedural)—pp. 80–87

Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: "A Special Nut"/"FLAVR SAVR Tomato"—pp. 96–98

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)— pp. 184–191

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), and organize the reasons and evidence logically.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Stating the Claim/ Organizing Relevant Information—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Maintaining a Formal Tone throughout the Piece—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Summarizes Reasons and Evidence—pp. 208–209

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report:

Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 53

Unit 2 Common Core Review: Write the final draft—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Draft an Informative/Explanatory Essay—p. 105

Unit 4 Common Core Review: Write the final draft—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Draft an Evidence-Based Essay—p. 157

Unit 8 Common Core Review: Write the final draft—p. 164

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

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Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources—pp. 250–254
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Connect Across Texts: Compare and Contrast—p. 94
Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271
Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279
Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294
Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Connect Across Texts (complete the chart/write a brief essay):
 Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
 Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:
 Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay:

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece:

Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report:

Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

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*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

Speaking and Listening Standards

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Connect Across Texts (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58, 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Identify claims supported by reason and evidence?), 110, 162, 214, 258

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293

Unit 11 Common Core Review—pp. 296–298
Performance Task—Online

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 310

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?), 110, 162, 214, 258

See also Home Connect: Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

See also Home Connect— pp. 10 (use a map, Internet), 48 (slide show with photos), 100 (government agency Web sites, use pictures and drawings), 152 (symbols of the ancient world), 166 (make a video), 248 (use a map)

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Use formal English when appropriate?), 110, 162, 214, 258

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Variations of English—pp. 106–107

Language: Conventions of English—pp. 108–109

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Common Core Review— pp. 111–112

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 43

SEE ALSO
Introducing Unit 1/Home Connect—pp. 9–10
Unit 1 Common Core Review—pp. 44–46

Unit 7 Reading Informational Text: Craft and Structure
Language: Greek and Latin Roots—p. 199

SEE ALSO
Introducing Unit 7/Home Connect—pp. 165–166
Unit 7 Common Core Review—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Greek and Latin Affixes—p. 295

SEE ALSO
Introducing Unit 11/Home Connect—pp. 261–262
Unit 11 Common Core Review—pp. 296–298

Unit 3 Reading Informational Text: Key Ideas and Details
Language: Academic and Domain-Specific Words (use a dictionary)—p. 95

Unit 5 Reading Literature: Craft and Structure
Language: Figures of Speech/Connotations (use a dictionary)—p. 147

Writing Handbook
Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

Glossary—pp. 331–335

Unit 3 Reading Informational Text: Key Ideas and Details
Language: Academic and Domain-Specific Words (use a dictionary)—p. 95

Unit 5 Reading Literature: Craft and Structure
Language: Figures of Speech/Connotations (use a dictionary)—p. 147

Writing Handbook
Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

Glossary—pp. 331–335

Module 4: Reading for Research and Writing an Argument

Topic	Insecticides: Costs vs. Benefits
Central Texts	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
Writing Tasks	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62

Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Write Evidence-Based Essays: Using Domain-Specific Words to Explain the Topic)— p. 155

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Relationships (using word relationships to learn new words)—p. 243

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Write Research Reports: Using Domain-Specific Language— pp. 251, 254

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Greek and Latin Affixes—p. 295

Writing Handbook

Step 3 Revising: Revising Checklist: Word Choice—p. 304

ALTERNATE MODULES

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 1 Reading Literature: Key Ideas and Details
Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Unit 1 Common Core Review— pp. 44–46
Performance Task—Online

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Unit 9 Common Core Review— pp. 244–246

Performance Task—Online

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Connect Across Texts: Compare and Contrast Texts—p. 294

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Unit 9 Common Core Review— pp. 244–246

Performance Task—Online

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Connect Across Texts: Compare and Contrast Texts—p. 42
Unit 1 Common Core Review: “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Connect Across Texts: Compare and Contrast Texts—p. 146
Unit 5 Common Core Review: “The Duel of Paris and Menelaus” / “The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227
Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241
Connect Across Texts: Compare and Contrast Texts—p. 242
Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas” / “Sea Fever”—pp. 244–246

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

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Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Unit 5 Reading Literature: Craft and Structure

Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 3 Reading Informational Text: Key Ideas and Details
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Unit 3 Common Core Review— pp. 96–98
Performance Task—Online

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 3 Reading Informational Text: Key Ideas and Details
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Unit 3 Common Core Review— pp. 96–98
Performance Task—Online

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Unit 7 Common Core Review— pp. 200–202
Performance Task—Online

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Unit 7 Reading Informational Text: Craft and Structure
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Unit 7 Common Core Review— pp. 200–202
Performance Task—Online

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71
Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Close Reading: “Alan Turing: Codebreaker”

(Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
-
- A. Introduce claim(s), and organize the reasons and evidence logically.
-
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
-
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
-
- D. Establish and maintain a formal style.
-
- E. Provide a concluding statement or section that follows from and supports the argument presented.

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

SEE ALSO
 Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Stating the Claim/ Organizing Relevant Information—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships—pp. 207–209

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Maintaining a Formal Tone throughout the Piece—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Summarizes Reasons and Evidence—pp. 208–209

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Giving Reader's an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts and Details—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Developing the Topic with Facts and Details—pp. 155–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Connecting Ideas with Transitions—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—pp. 250, 254

- C. Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

E. Establish and maintain a formal style.

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Information in the Conclusion—pp. 252, 254

F. Provide a concluding statement or section that follows from the information or explanation presented.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

SEE ALSO
Introducing Unit 2/Home Connect/Essential Question—pp. 47–49

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Performance Task 1

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Pacing and Description to Develop Events—pp. 50–53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 53

Unit 2 Common Core Review: Write the final draft—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Draft an Informative/Explanatory Essay—p. 105

Unit 4 Common Core Review: Write the final draft—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Draft an Evidence-Based Essay—p. 157

Unit 8 Common Core Review: Write the final draft—p. 164

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Writing Handbook

Step 1: Planning (using a computer)—pp. 300–302

Step 2: Drafting (using a computer)—p. 303

Step 3: Revising (using a computer)—pp. 304–305

Step 4: Editing (using a computer)—p. 306–308

Step 5: Producing, Publishing, and Presenting (using a computer)—pp. 309–310

See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook
Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

Unit 1 Reading Literature: Key Ideas and Details
Introducing Unit 1/Home Connect—pp. 9–10
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27
Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
Connect Across Texts: Compare and Contrast Texts—p. 42
Unit 1 Common Core Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 44–46

Unit 5 Reading Literature: Craft and Structure
Introducing Unit 5/Home Connect—pp. 113–114
Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Connect Across Texts Compare and Contrast Texts—p. 146
Unit 5 Common Core Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect—pp. 217–218

Integration of Knowledge and Ideas: Comprehension

Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Connect Across Texts (complete the chart/write a brief essay):
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

W.6.11 Create and present a text or art work in response to a literary work.

- C. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Performance Task 1

Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 321, 325–327

Speaking and Listening Standards

- SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Connect Across Texts (be prepared to discuss ideas with class): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?:* Come to the discussion prepared?), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Speaking and Listening: Discuss the Essential Question—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips/Listening Tips—p. 310

Speaking and Listening: Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258

Connect Across Texts: Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310

See also Home Connect: Ways to Help Your Child (discussions with family members/asking questions)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

- E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.*

*This is a standard specific to New York State.

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 310

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?), 110, 162, 214, 258

See also Home Connect: Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

- SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., *myself, ourselves*).

C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310

Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?: Use formal English when appropriate?*), 110, 162, 214, 258

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Case of Pronouns—pp. 54–56

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Common Core Review— pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Intensive Pronouns—p. 58

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Common Core Review— pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Pronoun Number and Person—pp. 158–159

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Common Core Review— pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Vague Pronouns—pp. 160–161

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Common Core Review— pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<p>A. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <hr/> <p>B. Maintain consistency in style and tone.</p>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<p>A. Interpret figures of speech (e.g., personification) in context.</p> <hr/> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.</p> <hr/> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Varying Sentence Patterns—p. 210

SEE ALSO
Introducing Unit 8/Home Connect—pp. 203–204
Unit 8 Common Core Review— pp. 215–216
Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Consistency in Style and Tone—p. 211

SEE ALSO
Introducing Unit 8/Home Connect—pp. 203–204
Unit 8 Common Core Review— pp. 215–216
Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations (similes, metaphors, personification)—p. 147

SEE ALSO
Introducing Unit 5/Home Connect—pp. 113–114
Unit 5 Common Core Review— pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas Language: Word Relationships—p. 243

SEE ALSO
Introducing Unit 9/Home Connect—pp. 217–218
Unit 9 Common Core Review— pp. 244–245

Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations—p. 147

SEE ALSO
Introducing Unit 5/Home Connect—pp. 113–114
Unit 5 Common Core Review— pp. 148–150

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 1 Reading Literature: Key Ideas and Details Language: Context Clues—p. 43

Module 2B: Working with Evidence (Drama)

Topic	Voices of Adversity
Central Texts	RL— <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL— <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL— <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits
Writing Tasks	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11C, SL.6.4 and 6.6)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62
Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123
Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Write Evidence-Based Essays: Using Domain-Specific Words to Explain the Topic— p. 155

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Relationships (using word relationships to learn new words)—p. 243

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Write Research Reports: Using Domain-Specific Language— pp. 251, 254

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Greek and Latin Affixes—p. 295

Writing Handbook
Step 3 Revising: Revising Checklist: Word Choice—p. 304

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Reading Standards for Literature

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Unit 5 Reading Literature: Craft and Structure
Analyzing Text Structure: from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
Unit 5 Common Core Review— pp. 148–150
Performance Task—Online

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Unit 5 Reading Literature: Craft and Structure
Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

B. Explain how an author’s geographic location or culture affects his or her perspective.*

*This is a standard specific to New York State.

RL.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker”

(Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

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Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- RL.6.11** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
- Self-select text based on personal preferences
 - Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

- Drawing Inferences:** “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
- Determining Theme:** “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27
- Describing Plot:** “The Man Who Loved to Laugh” (Drama)—pp. 28–35
- Close Reading:** “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41
- Connect Across Texts:** Compare and Contrast Texts—p. 42

Unit 5 Reading Literature: Craft and Structure

- Analyzing Word Choice:** “My Trip to China” (Fantasy)—pp. 116–123
- Analyzing Text Structure:** from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131
- Explaining Point of View:** “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139
- Close Reading:** “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145
- Connect Across Texts:** Compare and Contrast Texts—p. 146

Unit 9 Reading Literature: Integration of Knowledge and Ideas

- Comparing and Contrasting Versions:** “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227
- Comparing and Contrasting Themes:** “The Moon Is Not for Me” (Poem)—pp. 228–235
- Close Reading:** “The Bathysphere” (Historical Fiction)—pp. 236–241
- Connect Across Texts:** Compare and Contrast Texts—p. 242

Performance Task 1

- Part 1: Literary Analysis**—pp. 311–314
Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

- Part 1: Literary Analysis**—pp. 321–324
Part 2: Narrative Writing—pp. 321, 325–327

Reading Standards for Informational Text

- RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

SEE ALSO

- Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Unit 3 Common Core Review—pp. 96–98
Performance Task—Online

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 3 Reading Informational Text: Key Ideas and Details
Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Unit 3 Common Core Review— pp. 96–98
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Unit 7 Common Core Review— pp. 200–202
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)— pp. 184–191

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Unit 7 Common Core Review— pp. 200–202
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Unit 11 Common Core Review— pp. 296–298
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93
Connect Across Texts: Compare and Contrast—p. 94
Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175
Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183
Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198
Unit 7 Common Core Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271
Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279
Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294
Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

- A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Giving Reader's an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts and Details—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Developing the Topic with Facts and Details—pp. 155–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254

- C. Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay:
Connecting Ideas with Transitions—pp. 156–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—pp. 250, 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay:
Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay:
Maintaining a Formal Style—p. 157

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254

E. Establish and maintain a formal style.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay:
Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

F. Provide a concluding statement or section that follows from the information or explanation presented.

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Information in the Conclusion—pp. 252, 254

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 53

Unit 2 Common Core Review: Write the final draft—p. 60

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Draft an Informative/Explanatory Essay—p. 105

Unit 4 Common Core Review: Write the final draft—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Draft an Evidence-Based Essay—p. 157

Unit 8 Common Core Review: Write the final draft—p. 164

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Common Core Review: Write the final draft—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 254

Unit 10 Common Core Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect—pp. 9–10

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35

Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Connect Across Texts: Compare and Contrast Texts—p. 42

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Common Core Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 44–46

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect—pp. 217–218

Integration of Knowledge and Ideas: Comprehension

Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 228–235

Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241

Connect Across Texts: Compare and Contrast Texts—p. 242

Unit 9 Common Core Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Common Core Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168–175

Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183

Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

- B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)— pp. 264–271

Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)— pp. 280–287

Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294

Unit 11 Common Core Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Connect Across Texts (complete the chart/write a brief essay):
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;
Support a Claim—p. 198

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay:

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> • Research (W.6.7) • Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 4 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

Step 5: Producing, Publishing, and Presenting—pp. 309–310

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

- W.6.11** Create and present a text or art work in response to a literary work.
- A. Develop a perspective or theme supported by relevant details.
- B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

Speaking and Listening Standards

- SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language Standards

- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Performance Task 1

Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2

Part 1: Literary Analysis (read the selection then write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (read the selection then write a narrative in response to the prompt)—pp. 321, 325–327

Connect Across Texts (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

Speaking and Listening: Discuss the Essential Question—pp. 58, 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

B. Spell correctly.

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— pp. 259–260

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning, reader/listener interest, and style.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Varying Sentence Patterns—p. 210

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

B. Maintain consistency in style and tone.

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Consistency in Style and Tone—p. 211

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit 1 Common Core Review— pp. 44–46

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Module 3B: Understanding Perspectives

Topic	Sustaining the Oceans
Central Texts	RI— <i>World Without Fish</i> , Mark Kurlansky RL— <i>Flush</i> , Carl Hiassen
Writing Tasks	<ul style="list-style-type: none"> • Research (W.6.7) • Informational Consumer Guide (W.6.2)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 6

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62
Language: Academic and Domain-Specific Words—p. 95

Unit 5 Reading Literature: Craft and Structure
Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116–123
Language: Figures of Speech/Connotations—p. 147

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
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